



COUN 5011-04
Introduction to the Counseling Profession
and Ethical Practice
College of Education
Department of Counselor Education
Fall 2017

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Office Hours:

Wednesdays before class as requested
Monday – Thursday by appointment; Huntsville

Day and Time Class Meets:

Wednesday 5:00 – 10:00 p.m.
August 23 – October 13

Location of class:

The Woodlands Center, 241

Course Description:

The course, *Introduction to the Counseling Profession and Ethical Practice*, is designed to introduce students to the field of counseling, its theoretical and philosophical bases, historical antecedents, ethical issues, professional elements and an overview of current practice environments. Areas of practice include mental health settings, academic/career organizations, agencies, community centers, schools, and private practice. Additionally, this course examines the professional codes of ethics and their limitations, the value conflicts in counseling, ethical decision making models, and the current major ethical issues facing the counseling profession.

IDEA Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge

Important: Learning to apply course material

Required Textbooks:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Gladding, S. T. (2012). *Counseling: A comprehensive profession* (8th ed.). Pearson.

Suggested Textbook:

Erford, B. T., Hays, D. G., Crockett, S., & Miller, E. M. (2015). *Mastering the national counselor exam and the counselor preparation comprehensive exam* (2nd ed.). Pearson.

Course Format:

Each class session will incorporate information based on current resources on the topic of counselor ethics. Through lecture, reflection and group discussion, the class will be oriented to professional practice issues. Examples of typical cases illustrating ethical dilemmas and problems are utilized throughout. The course format may include all or some of the following: lecture or narrative presentations, role-playing the role of the counselor and the role of the client, small group discussions, whole class discussions, self-selected inquiries, written assignments, an interview, professional development and/or individual presentations. Evaluation consists of self, peer, and professor assessments using feedback, discussions checklists and presentations.

Course Content:

Students will focus on the knowledge and application of the ACA ethical code of ethics in regards to professional issues in counseling and professional identity. Students will identify counseling skills and gain a practical understanding of the counseling philosophy.

COURSE REQUIREMENTS:***Student Syllabus Guidelines***

You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>.

Academic Dishonesty

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#). Students violating the APA 6th Edition Style Manual guidelines for plagiarism will, on the first occasion, earn a grade of zero for the applicable assignment. A second instance of plagiarism will cost a letter grade deduction from the overall class grade. A grade of F for the class will be applied to a third offense.

Student Absences on Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and is allowed to take an examination or complete assignments from which the student is excused (within a reasonable time).

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

Students with Disabilities Policy

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination.

Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential.

NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

Visitor Policy

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Professionalism Policy

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Points for professionalism may be deducted for any unprofessional and/or inappropriate acts including, but not limited to frequent tardiness (at the beginning of class or after breaks) and/or absences; texting and/or talking in class; computer usage not related to class; unethical actions; lack of involvement in reflection; lewd attire; or disrespectful behavior (face-to-face or online) towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direction. There are *fifty* points associated with professionalism; therefore, your grade may be lowered based upon your actions. Students are expected to participate in all class activities, discussions, and demonstrations.

Cell Phone Policy

Sam Houston State University [Academic Policy Statement 100728](#). Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Please return phone calls and texts during the scheduled break and not during class. Points will be deducted for failure to adhere to this requirement.

Recording Policy

Students who wish to record lectures or class content must request permission from the professor prior to doing so. The nature of counselor preparation courses is such that students may sometimes share personal information, or the personal information of others who contribute to their assignments such as volunteers for assessment instruments, interviews, and other practice activities. This requires that we respect the privacy of clients/students and volunteers. Therefore, students must secure permission from the professor prior to taping. If permission to record is granted by the professor, students must cease taping when fellow students share personal or confidential information during class. In addition, in order to promote an academic atmosphere of trust, respect, and safety, students may not take pictures or make videos with cell phones or other electronic or mechanical devices without the permission of the professor and fellow students who would be included.

Student Conduct

Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Rules may be found at http://www.tsus.edu/pubs/Pubs/rules_regs.html. Particular attention should be paid to the sections on plagiarism and theft of library materials. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.

Counseling Program Attendance Policy

1) During fall and spring for courses the entire duration of the semester, with the second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both the first and second absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. 3) A drop of a letter grade will occur for each subsequent absence. 4) Repeated lateness will count towards an absence. **For 7 ½ week courses during the fall and spring, a letter grade drop will occur the 2nd absence even if a letter of explanation was provided.**

Any online portions for this class will follow a Wednesday through Tuesday schedule. Failure to participate in a scheduled weekly discussion board, reflection paper, video review, or other format will constitute an absence. All discussion boards require an original post by Saturday 11:59pm. All subsequent posts will be allowed until Tuesday 11:59pm. Because our class meets on Wednesday, our workweeks will begin on Wednesday and end on Tuesday at 11:59 p.m.

Late Assignment Policy

All course work is due on the date specified. It is your responsibility to be aware of due dates. Late work will **not** be accepted, unless the student and professor have made an agreement regarding an unusual circumstance. Otherwise, the student should expect a grade reduction of a letter grade.

Grievances/Course Concerns

Please see the professor if there are any concerns before consulting the department chair or other program administrator.



NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community. "NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning. The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf> <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

Conceptual Framework Statement, Descriptors (5 indicators) and

Logo: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF4)
4. Practices ethical behavior and intellectual honesty. (CF3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)

8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

NCATE Unit Standards:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Specialty Organization Standards: www.counseling.org; www.cacrep.org

Educator Preparation Services: http://www.shsu.edu/~edu_edprep/

Objectives Matrix

Knowledge & Skills Proficiencies by Indicator

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based evaluation)	Standards Alignment TS—Texas Educator Standards/Competencies CF—Conceptual Framework Indicator NC—NCATE SB - SBEC CA – CACREP
1.Demonstrate an understanding of the major ethical issues faced by mental health and school counselors	Class Presentations Class Discussions Group Activities Assigned Readings	Comprehensive Case	CMHC – A.2 CA – II.G.1.j

2. Articulate several approaches to handling challenging clinical ethical questions	Class Presentations Class Discussions Group Activities Assigned Readings	Comprehensive Case Discussion	CMHC – B.1
3. Understand the ACA, TCA, ASCA, and LPC Codes of Ethics; legal and ethical standards, practices and issues	Class Presentations Class Discussions Group Activities Readings	Interview Comprehensive Case Discussion	SB – b8 CA – II.G.1.j
4. Demonstrate effective communication through oral, written, and nonverbal expression	Class Presentations Class Discussions Group Activities Assigned Readings	Discussion Comprehensive Case Presentation	CA – II.G.1.f
5. Use reflection, self- assessment, and interactions with colleagues to promote professional development	Class Presentations Class Discussions Group Activities Assigned Readings	Professional Workshop Comprehensive Case Discussion	CA – II.G.1.b & d
6. Understand the field of counseling and all professional responsibilities and organizational activities counselors are involved in.	Discuss the field of counseling including history and current practice environments. Interview a professional in the field of counseling or a related mental health profession	Presentation Discussion Interview Assignment	SB – b1 CA – II.G1.c & f NC - 1.2 CF – 1 DDP- 2

7. Introduce students to the role and process of professional advocacy, counseling supervision, and wellness/prevention and self-care strategies.	Students' identity characteristics and qualities of effective counselors. Students will respond to the following question: When qualities, characteristics, and qualifications are potential clients seeking when selecting a counselor?	Discussion	SB –b2 CA – II.G.1.b,d,e & h II.G.5.a NC 1.2 CF – 3 DDP – 2
8. Increase knowledge of the history, theory, role, ethics and legal concerns and trends of the profession.	Student reviews ACA and ASCA code of ethics.	Comprehensive Case Professionalism/Ethics	SB - b8 CA – II.G.1.a & j NC – 1.6 CF – 1 and 4 DDP- 4
9. Understand the competencies and requirements for state licensure (LPC), school counseling certification (TExES) and specialty certification for their practice environment.	Visit homepage of licensing board for professional credential of student's choice.	Discussion/Activity	SB – a-g CA –II.G.1.g NC – 1.6 CF – 1
10. Attend six hours of professional workshops, seminars or conferences presented for counselors and mental health professional.	Students attend professional presentation(s) for counselors.	Professional Workshop	SB – g5 CA – II.G.2a & e II.G.1.b CF – 1, 4 and 5 DDP-1

Course Evaluation:

Surprise Mini-Celebrations of Knowing	100 points
Professional Development Workshop & Reflection	150 points
Interview	150 points
Professionalism/Ethics Autobiography	150 points
Blackboard Activity	50 points
Professionalism	50 points
Participation & Discussion	100 points
Comprehensive Ethics Case Report	150 points
Presentation of Ethics Case Report	100 points
Total Points	1000 points

Points to Grade Equivalency:

A	=	900 – 1000
B	=	800 – 899
C	=	700 – 799
F	=	699 and Below

Expectations: Classroom behavior should exhibit professionalism and focus throughout each activity. Students are expected to exhibit graduate-level discussions regarding the subject at hand. Examinations and papers must be submitted on time, be well organized, in depth, comprehensive, logical and complete, evidence thorough understanding of the topics through application of principles, and be written using graduate level English grammar. **You must access the Writing Center** if you need assistance as points will be deducted for grammar, sentence structure, punctuation errors, and for lack of clarity.

†Classroom behavior should exhibit professionalism and focus throughout each activity. Students are expected to exhibit graduate-level discussions regarding the subject at hand. Assignments must be submitted on time, be well organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the topics through application of principles.

††All assignments must be completed to receive credit for the course regardless of number of points earned. Unless specified, all assignments must be uploaded into blackboard in the correct assignment location to receive credit. If you accidentally upload the wrong assignment and catch your error prior to the due date, you can upload the correct assignment and that one will be graded instead.

ASSIGNMENT GUIDELINES:

1. *Surprise Mini-Celebrations of Knowing (100 points)*

Students will take four mini celebrations (i.e., pop quizzes) throughout the course (closed book). Each mini-celebration is worth 25 points and will be given in class. Celebrations are multiple choice, may cover ANY course reading material and will be announced on the day of the celebration. Celebrations may not be retaken if missed. Students will have 20 minutes to take each celebration. Students arriving late may not be given extended time to celebrate.

2. *Professional Development Workshop & Reflection (150 points)*

Students must attend a total of **3 hours** of professional development for counseling professionals (workshops such as classroom management and leadership are not considered counseling-related). Students are required to provide **proof of attendance** documenting all 3 hours. If you do not provide proof of attendance 5 points will be deducted from your grade.

You will write a 3-5 paged paper in APA style summarizing your experience(s) that includes the following:

- Whether the presenter discussed his/her topic in a cultural context or not, considering social justice issues, as well as your view of a counselor's role as it was tied to the presentation.
- How can the information be applied to practice (applicability to wellness model, description of technique(s), and skills needed to utilize what you learned).
- Your paper should include APA style references and citations with the inclusion of at least one peer-reviewed journal article.

Rubric for Professional Development Workshop(s)

	Possible points	Your points
Attends workshop(s) & Provides certificate(s)	10	
Follows format and includes appropriate content (see syllabus)	45	
Included appropriate peer reviewed journal	25	
Application/Reflection	45	
APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"> • Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 10 points will be deducted for APA errors. • Grammatical and spelling errors will be graded as follows: Up to 10 points off can be deducted for errors. Minimal errors 1 - 4 points off; moderate errors 5 – 7 points off; significant errors in structure, spelling, and grammar 8 -10 points off. • If your page length falls below or exceeds the expectations, 1 point will be deducted for each page 	25	
TOTAL POINTS	150	

3. *Interview (150 points)*

Students will interview one of the following mental health professionals answering each of the below questions. Students may choose any one of the following mental health professionals to interview: Licensed Professional Counselor, Marriage and Family therapist, or a Professional School Counselor.

- Each student must interview a separate mental health professional. No group interviews will be accepted
- Use APA style (12pt font, Times New Roman, double spaced, one inch margins,

correct cover sheet).

- Use each question as a header and put your response below it (following APA style). You may summarize their answers.
- List the name, credentials, and agency of the interviewee, as well as the date, time, and location of the interview in an introductory paragraph under the title of the paper and before question 1 (your first level 1 heading).
- For numbers 17 through 19, add three supervision-related questions in your interview (YOU WILL NEED TO READ THE SUPERVISION CHAPTERS/ARTICLES FIRST).
- Conclusion – Written in paragraph form, discuss the interview experience and provide your personal reaction, comments, concerns, ideas, thoughts, etc. This should be 1/2 page to 1 page in length.

Rubric for Interview

	Possible points	Your points
APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"> • Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 20 points will be deducted for APA errors. • 	20	
Reflection	45	
Writing and grammar <ul style="list-style-type: none"> • Grammatical and spelling errors will be graded as follows: Up to 20 points off can be deducted for errors. Minimal errors 1 - 5 points off; moderate errors 6 – 10 points off; significant errors in structure, spelling, and grammar 11 - 20 points off. • If your page length falls below or exceeds the expectations, 1 point will be deducted for each page 	20	
Adequate content	45	
Appropriate 3 additional questions	20	
TOTAL POINTS	150	

Questions:

1. Why did you decide to enter the chosen profession?
2. What degree(s) do you hold?
3. What is your theoretical orientation of the professional? Has this changed since you entered the profession?
4. What are the job roles and functions as defined by the professional?
5. What could one entering this field expect as an entry-level salary?
6. What is your view of the differences among the varying helping professions?
7. What professional association(s) do you belong to?
8. What credentials, license, certifications, etc. do you hold?
9. What are your career aspirations?
10. Is there a different degree that would better prepare you to do the job you are doing?
11. How has the field changed since you began working as a professional in the field?
12. In your opinion, what are the future trends in the field?
13. Have you and a client had difficulty working together because of a difference in your value systems? If so, describe the situation(s).
14. How do you think your values influence the way you counsel?
15. Describe a success story with a client.

16. Describe a difficult case and the supports you sought for handling it.
17. Your question (see above)
18. Your question (see above)
19. Your question (see above)
20. Conclusion – Discuss the interview experience and provide your personal reaction, comments, concerns, ideas, thoughts, etc. This should be one half page to one page in length.

4. Professionalism/Ethics Autobiography (150 points)

Reflect on your personal ethics of origin and their ethnic, cultural, and religious influences, as well as what you have already learned about counseling ethics. Consider specifically how your own personal values, backgrounds, and traditions may interact or conflict with professional ethics principles and rules in counseling. Use the following questions to guide your reflection and reference the ACA code where appropriate. Three to five pages (excluding cover page and references).

Professionalism/Ethics Autobiography

	Possible points	Your points
APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"> • Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 20 points will be deducted for APA errors. • 	20	
Depth of Reflection; Thoughtfulness	55	
Writing and grammar <ul style="list-style-type: none"> • Grammatical and spelling errors will be graded as follows: Up to 20 points off can be deducted for errors. Minimal errors 1 - 5 points off; moderate errors 6 – 10 points off; significant errors in structure, spelling, and grammar 11 - 20 points off. • If your page length falls below or exceeds the expectations, 1 point will be deducted for each page 	20	
Adequate content (addresses all areas mentioned in syllabus)	55	
TOTAL POINTS	150	

The bolded group of words for each question will serve as a level 1 heading. The headings should follow APA style (**Title case, Bolded, Centered**). Write your responses under the headings as you would in any APA formatted paper.

1. What are your ideas of **right and wrong personal behaviors** and from where do these conceptions emerge?
2. What did you learn from your **family of origin** about right and wrong?
3. What do you recall were the **messages about ethnic or cultural groups** different from yourself, and how they see right and wrong?
4. What is your idea of **right and wrong professional behavior**, and from where does this conception emerge?
5. What **formative experiences** account for how you live your life?
6. If you have had experiences in the field, what **ethical dilemmas** have you already encountered? If not, what ethical dilemmas do you envision you will encounter?
7. What **professional ethics** in the field are most compatible with your own personal values, and which professional ethics are least compatible?
8. What **aspects of this profession** strike you as being “not intuitive”?
9. What are your top three **values**, and from where do they originate?

10. What are three **personal needs that** you think **match** well with the profession?
11. What are three **personal needs that** you think might **conflict** with the profession?
12. What **morals** are **most important to** you [me], and where do they originate? How do these align or conflict with the various ethical codes of the profession? How might the alignment or conflict influence your work with clients or students?

5. **Blackboard Activity (50 points)**

One blackboard/online activity and reading assignment will be assigned in lieu of face-to-face class. The assignment will be discussed later in the semester, but may include any of the following: watching counseling videos, reflection papers, discussion boards with peers, or internet searches on available resources. The professor will offer additional clarification as needed. If a discussion board is assigned, student will be required to post 3 times to the discussion board for full credit. The initial post will answer the question provided by the professor. This posting is due Saturday by 11:59pm of the week it is assigned. Two additional posts will need to be made to two classmates, making comments on their post. An appropriate comment includes a thought provoking question, furthering the conversation, adding links to relevant literature to engage in additional critical thinking about the original post. Writing "good post" "I enjoyed reading this" etc. will not count towards a relevant comment and points will be deducted. Instructions will be given in class regarding how to use discussion boards prior to the assignment.

Rubric for Black Board Activity

	Possible points	Your points
Completes assignment on time with appropriate specifications followed	25	
Includes all appropriate Content/reflections/responses stated in guidelines	25	
TOTAL POINTS	50	

6. **Participation/Discussion (100 points)**

All students should come to each class with the appropriate chapters read and actively participate in class discussions, small group activities and role-playing experiences Your score in this area reflects readiness for class including being on time, having materials printed before class starts, not waiting until something is due to get clarification and getting missed materials from your classmates. and actively participating on discussion boards. In other words, *be psychologically present*, not just physically present.

When additional readings are assigned, you must come to class ready to discuss your article of choice. You should be able to clearly and concisely state the answers to the questions below in your own words. Do not come to class and scroll through the article picking out pieces to talk about. It will benefit you to write answers to the following questions and be ready for discussion.

1. What the article is about in approximately 3 sentences,
2. What you liked and/or didn't like about the article,
3. How you can benefit from what you read).

Rubric for Participation/ Discussion

	Possible points	Your points
Active participation & discussion (Minimal or passive participation will result in a loss of 5 points per class)	6.25 x 8 classes = 50	
Prepared (journal articles, questions, etc.)	6.25 x 8 classes = 50	
TOTAL POINTS	12.5 x 8 classes = 100	

7. Professionalism (50 points)

All students should come to class on-time, ready to be psychologically present. Students need to refrain from eating in class (except on breaks). Student should return on time from breaks and wait until the class break before leaving the room (with exceptions). Students should conduct themselves in a respectful and interested manner, not working on other things during class and not carrying on other outside conversations. Students' scores in this area also includes:

- Demonstrating **RESPECT** for fellow classmates. This means being courteous and not verbally abusive or disruptive during the class.
- Practicing **CONFIDENTIALITY** with each classmate. Sometimes during discussions, classmates may share information of a personal nature. What is shared in the classroom is not to be shared outside of the classroom.
- Demonstrating **ACADEMIC HONESTY**. Cheating and plagiarizing are considered academic dishonesty. Any signs of cheating or plagiarizing will result in a zero on the assignment the first occurrence. Any subsequent occurrences will be discussed with the Counseling faculty.
- Demonstrating **RESPONSIVENESS** with the professor and classmates. **This means checking your SHSU email daily.** Communication through email is the primary way faculty will communicate with you. Failure to do so can result in missed information for which you will be held responsible. This also means "following your threads" on Discussion Board to be able to respond to classmates when they ask questions about your posting (clarification will be provided).

Up to 7 Points will be deducted each class for lack of professionalism.

8. Comprehensive Ethics Case Report & Presentation (250 points Total)

Students are to present their responses to the case study below (according to their discipline) in a paper (4-6 pages) addressing the details of the case. Students will utilize a decision-making model from beginning to end. Overall, students must include 1) what they believe the dilemma to be; 2) the proposed action they would take in this case (what team members believe are the most ethical actions); 3) the justification for their proposed action(s); and 4) a description of the ACA decision-making model used to arrive at that decision along with how the decision was adopted.

Students will complete the report both individually and in groups of three to four. Individually, the student will write 4-6 pages answering the questions in the above paragraph. This section will not be collaborative. One peer-reviewed journal article regarding the decision making model must be used and cited. You need to use a model that is shown to be effective as evidenced by your chosen article.

After all in the group have written a case report as mentioned in the previous paragraph, the group will meet, discuss, and create a compiled report (4-6 pages). The group will present on individual findings and collective findings in a 30 minute presentation on the last day of class. The collective report should not mirror an individual report, but should have agreed upon elements of each report embedded within it. **Each team member will also evaluate their own and each members' contributions to the assignment. This will influence the final grade for each individual student, so make sure to contribute to your group!**

Using proper format for citations and quotes, please cite any sections of the [2014 ACA Code of Ethics](#), Texas laws, statutes, rules and regulations considered (e.g., [LPC Board Rules](#), Texas [Statutes and Laws](#),. Professional school counseling students should also cite the [ASCA Ethical Code](#) and [Texas Education Code](#). Students seeking the Marriage and Family specialization should cite (in addition to ACA Code of Ethics and LPC Board Rules, Statutes and Laws) the [Texas MFT code of](#)

Ethics and the American Association of Marriage and Family Therapist code of ethics. Must be written in APA style 6th edition. For assistance on APA style, visit the writing center, the APA style manual, and/or <http://blog.apastyle.org/apastyle/>

Rubric for Individual Case Study Paper

	Possible points	Your points
Describe the dilemmas	10	
Your proposed action and justification	25	
Your decision-making model	10	
Appropriate use of codes of ethics and other necessary guidelines	25	
Include appropriate literature	10	
Grammar, written language, APA style, and length APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"> Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 10 points will be deducted for APA errors. Grammatical and spelling errors will be graded as follows: Up to 10 points off can be deducted for errors. Minimal errors 1 - 4 points off; moderate errors 5 – 7 points off; significant errors in structure, spelling, and grammar 8 -10 points off. If your page length falls below or exceeds the expectations, 1 point will be deducted for each page 	20	
TOTAL POINTS	100	

Rubric for Group Paper and Presentation

	Possible points	Your points
Describe the dilemmas	10	
Your proposed action and justification	25	
Your decision-making model	10	
Appropriate use of codes of ethics and other necessary guidelines	25	
Individual Findings presented	10	
Collective Findings	10	
Grammar and written language & APA style APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"> Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 10 points will be deducted for APA errors. Grammatical and spelling errors will be graded as follows: Up to 10 points off can be deducted for errors. Minimal errors 1 - 4 points off; moderate errors 5 – 7 points off; significant errors in structure, spelling, and grammar 8 -10 points off. If your page length falls below or exceeds the expectations, 1 point will be deducted for each page 	20	
Written evaluation of peers	10	
PowerPoints (covers most relevant points, appropriate content, clarity, spelling)	20	
Oral Presentation (loudness, eye contact, ability to speak clearly)	10	
TOTAL POINTS	150	

Clinical Mental Health Case Study

Dominique is a twenty-eight year old male and the star player of a professional football team. He was recently arrested on drunken driving charges, and his team is requiring that he complete mandatory counseling in order to be eligible to continue playing in the season. As part of the referral, it is noted that several teammates have observed that Dominique no longer cares for his physical appearance as he once did and that he is often “moody.” In his third counseling session, Dominique reveals he was diagnosed with AIDS three years ago and feels that his life is harder to deal with because of the disease. He reports that he frequently takes medication “holidays” because the side effects impact his performance on the field.

Thus far, through a series of payments to the team doctor, Dominique has been able to hide his diagnosis from both the team and the public. During a session, Dominique discloses that he has been in a relationship for two weeks. He has not informed his girlfriend, Michelle, of his diagnosis because he believes she will reject him. He states that if she rejects him he will kill her. Michelle and Dominique have come close to being intimate a number of times, and Dominique is considering moving forward in the relationship without telling her. Dominique reports he has had many previous sexual encounters with other partners without informing them of his diagnosis. The day after the third session, the counselor logs into his/her Instagram account and views the *Popular* page. Two of Dominique’s pictures have made the *Popular* feed, and the pictures, along with his notes, display him showing off guns and knives and comparing himself to Shakespeare’s Othello.

What are the ethical dilemmas and how should they be addressed? What about Michelle? What are the legal issues?

Couples, Marriage, and Family Case Study

Gina Roberts was an 18-year-old, never-married, single mother of 3 sons, Eric, Joel, and Kyle. She asked her childless aunt and uncle, Mary and Kevin Brink, to adopt her younger sons, Joel and Kyle, when they were 11 months and 2 years old; she retained custody of Eric, age 4. The Brinks consented to adopt the boys if Gina promised to never disclose to them that they are adopted; Gina agreed, and the Brinks adopted Joel and Kyle. Over the years, Gina and Eric interact with Joel and Kyle on a sporadic basis at family functions, and the boys attend the same elementary school; Joel and Kyle believe that Gina is their aunt and Eric is their cousin. Due to serious conflicts that arise between the boys both at school and a series of family functions, Gina suggests that the family begin seeing a counselor to address the issues when Joel is 10, Kyle is 11 and Eric is 13. The counselor, Elisa, is informed of Joel and Kyle's adoption status and their relationship with Gina and Eric Roberts before she initiates the counseling relationship.

Three weeks into counseling, a tense session with all family members present results in Eric blurting out, "You don't know this, but you are not my cousins, you are my brothers." Joel and Kyle become very distraught and turn to Elisa asking, "Is it true that Kyle and I are adopted, that Gina is our mother and Eric is our brother? Have our parents been lying to us all this time?"

What are the ethical dilemmas and how should they be addressed? What are the legal issue

School Case Study

Beth is a professional school counselor at the high school level. She has recently started working with Sofia, an 18-year-old female for both academic and personal reasons. Sofia's parents recently divorced, and she is not coping well as shown by her drop in grades and change in social behaviors. Sofia was referred to you by her friends. After meeting with Sofia the first time you contact her mother to introduce yourself and tell her about the counseling you provide for students. After talking with Sofia's mother it is fairly clear that both parents are supportive of Sofia and want the best for her. However, they are minimally interested in Sofia's interactions with the counselor. Sofia's mother even tells you "if you need anything else please call, but otherwise Sofia is old enough to take care of herself."

As you begin to meet with Sofia, you are able to build rapport and trust quickly. Sofia discusses her recent change in peer groups and that she has started hanging out with an older crowd (18 & 19 yr. olds) including some recent dropouts. During one session Sofia tells you that she is sexually active with her new boyfriend who is 17. She says they don't use any type of protection and she thinks she is now pregnant. At first she thought having a baby was going to be a good thing, but now she is nervous and having second thoughts. Sofia further says that her boyfriend does not know about the pregnancy and she isn't going to say anything to him. Sofia mentions she doesn't consider her relationship with her boyfriend as a long term thing; plus she has already made up her mind that she is going to get an abortion if she really is pregnant. As the session comes to a close, Sofia thanks you for letting her talk so much about all the stuff going on in her life and keeping things between the two of them. Sofia says she could never tell her parents these things as they would just not understand.

How should Beth proceed in this situation? What are the ethical dilemmas and how should they be addressed? What legal issues are present?

Tentative Course Schedule

Week	Topic for Class	Readings Assignments For Next Week	Due All Assignments Due by 5:00pm on the Due Date
Aug 23-29	Introduction; Overview of SHSU Program, Library Help Overview; Master's Handbook Activity; Syllabus Activity; APA review, Getting around Blackboard	Read for next week: Chapter 1 - 4	
Aug 30– Sept 5	Hurricane Week – No Class		
Sept 6 -12	Chapters 1 – 4 Personal and Professional Aspects of Counseling; Ethical and Legal Aspects of Counseling Counseling in a Multicultural Society; Counseling with Diverse Populations	Chapter 5 - 7	
Sept 13 - 19	Chapters 5 – 7 Building Counseling Relationships; Working In and Closing a Counseling Relationship; Psychoanalytic, Adlerian & Humanistic Theories of Counseling	Chapters 8 - 10	
Sept 20 - 26	Chapters 8 – 10 Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling; Groups in Counseling; Consultation and Supervision	Chapters 11 - 14	Professional Ethics Autobiography Due to Bb Sept 20 (date changed)
Sept 27- Oct 3	Chapters 11 – 14 Evaluation and Research; Testing, Assessment, & Diagnosis in Counseling; Career Counseling Over the Life Span Couple and Family Counseling;	Chapters 15 - 18	Interview Due to Bb September 27 (date changed)
Oct 4 - 10	No Class – Blackboard Activity Chapters 15 – 18 Professional School Counseling; College Counseling & Student Life Services; Abuse, Addiction, Disability, & Counseling Clinical Mental Health & Private Practice Counseling	None	Workshop Reflection Due to Bb October 4 (date changed) Individual Portion of Case Study Due to Bb Oct. 4
Oct 11 th	CASE STUDY PRESENTATIONS – Final Class	None	Group Case Study Paper Due to Bb Oct 11th (bring 1 hardcopy to class) Blackboard Activity Due Oct 11th

